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CRITERION VARIABLES FOR THE EVALUATION OF GUIDANCE PRACTICES,
A TAXONOMY OF GUIDANCE OBJECTIVES. NATIONAL STUDY OF
GUIDANCE, PHASE I, PRELIMINARY REPORT.

MISSOURI UNIV., COLUMBIA

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THE ESTABLISHMENT OF EVALUATIVE CRITERIA FOR GUIDANCE OBJECTIVES IS AFFECTED BY THREE MAJOR CONSIDERATIONS--(1) SPECIFYING GUIDANCE OBJECTIVES, (2) TRANSLATING THESE OBJECTIVES INTO DESIRED BEHAVIORAL OUTCOMES, AND (3) MEASURING AND REPORTING THESE BEHAVIORAL OUTCOMES. THE MAJOR PROBLEM IS FINDING UNIVERSALLY ACCEPTABLE OBJECTIVES WHICH ARE SPECIFIC ENOUGH FOR RESEARCH AND YET EMPHASIZE THE INDIVIDUAL. AN ATTEMPT IS MADE TO IDENTIFY GUIDANCE OBJECTIVES IN TERMS OF THE PRIMARY DEVELOPMENTAL AND PROBLEM NEEDS OF STUDENTS WITHIN THEIR EDUCATIONAL, VOCATIONAL, AND SOCIAL DOMAINS. WITHIN EACH OF THESE DOMAINS, OBJECTIVES ARE CLASSIFIED ACCORDING TO A HIERARCHY OF DEVELOPMENTAL LEVELS. THE FIRST LEVEL CONTAINS PERCEPTUALIZATION OBJECTIVES WHICH INCLUDE KNOWLEDGE OF, AND CONCERN WITH, ASPECTS OF THE ENVIRONMENT AND THE SELF. THE SECOND LEVEL EMPHASIZES CONCEPTUALIZATION OBJECTIVES AND RESPONSES TO PERCEPTIONS OF THE ENVIRONMENT AND THE SELF. AT THE THIRD AND HIGHEST LEVEL ARE GENERALIZATION OBJECTIVES WHICH ALLOW THE INDIVIDUAL TO (1) ACCOMMODATE CULTURAL AND ENVIRONMENTAL DEMANDS, (2) ACHIEVE SATISFACTION THROUGH ENVIRONMENTAL TRANSACTIONS, AND (3) EXPERIENCE MASTERY OF SPECIFIC TASKS. EXAMPLES OF SPECIFIC OBJECTIVES AND CRITERIA FOR GUIDANCE ARE PRESENTED IN TERMS OF THE EDUCATIONAL, VOCATIONAL, AND SOCIAL DOMAINS. (SK)

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CRITERION VARIABLES FOR THE EVALUATION OF GUIDANCE PRACTICES

A Taxonomy of Guidance Objectives

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**Phase I
National Study of Guidance
Preliminary Report
under Contract OEG 3-6-001147-1147
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Criterion Variables for the Evaluation of Guidance Practices

Introduction

The effectiveness of guidance practices in the secondary school can be estimated only in terms of the behavior of students. Behavior is interpreted to mean manifestations of those knowledges, skills, and attitudes that can be observed and reported by others, or that can be self reported by the student. The relevance of behavioral criteria to guidance practices is a crucial consideration in the evaluation process. Criteria are relevant where they describe the kinds of outcomes that specified guidance practices may reasonably be expected to influence. These expectations may be expressed as the goals or objectives of guidance practices and the criteria become the standard to estimate the degree of achievement of such goals. The establishment of evaluative criteria, then, requires three procedural steps:

1. the specification of guidance objectives;
2. the translation of the objectives into expected behavioral outcomes; and
3. the identification of methods and instruments for the measurement and reporting of relevant behavioral manifestations.

Two major issues exist in the specification of guidance objectives. The first issue grows out of the idiosyncratic-nomothetic controversy. Applied to the problem of specifying guidance objectives this controversy centers around the issue of whether universally applicable objectives can be formulated (1) with sufficient specificity for research and (2) which will retain the individual emphasis of guidance. The formulation presented here is an attempt to satisfy all three conditions. The goal is to specify objectives which are universally applicable by the test of social desirability and individual developmental needs. Such a formulation of objectives does not constitute an all inclusive list of guidance objectives, rather those objectives are emphasized which cover the major portion of guidance activities and a substantial majority of students. Highly specific

and unique needs of students served by equally unique and individualized guidance activities may by virtue of their uniqueness require individualized objectives which are not applicable to large aggregates of students.

The second issue concerns the ability to isolate and state universally applicable objectives that may be identified with the guidance function to the exclusion of other organized or incidental agents of behavior change. Guidance as a function of education, has many common objectives with the school as a total unit. Likewise the family, the church, and many other units of society undoubtedly influence behavior change related to the objectives of guidance. The basic premise of the objectives presented in this report is that the objectives formulated are the primary purposes of guidance while they are only secondary or incidental purposes of other groups. It is then assumed that guidance represents the only systematic and organized effort in our society to achieve the stated objectives. It should be recognized, however, that many students may satisfactorily achieve some of the guidance objectives without the benefit of organized guidance activities. The research hypothesis is then relative rather than an all or none position. The basic hypothesis would be that students who have access to guidance activities achieve the guidance objectives in greater numbers than those who do not have the benefit of these activities.

The classification of guidance objectives, for research and program purposes, should provide a structure which defines the scope, content, and where appropriate the sequence of expected outcomes. The classification scheme used in the current proposal attempts to identify the major areas of objectives in terms of the primary guidance related developmental and problem needs of students, i.e., educational, vocational, and social. The major areas of objectives are referred to as the educational domain, the vocational domain, and the social domain. Within each domain objectives are classified in a hierarchy corresponding roughly to the

conceptual framework presented in Appendix I. This sequential classification may permit the specification of immediate, intermediate, and long range objectives of the guidance process, thus providing a basis for a longitudinal study of behavior change from the point of initial awareness to the point of behavior integration. The designations for the major categories within the three developmental levels are shown in the following outline.

Major Categories of Guidance Objectives

- 1.0 Perceptualization Objectives -- awareness and differentiation.
 - 1.1 Environmental Orientation -- educational, vocational, and social.
 - 1.2 Self Orientation -- abilities, limitations, identity, feelings, and motivations.
- 2.0 Conceptualization Objectives -- relationships, prediction, evaluation and action.
 - 2.1 Directional Tendencies -- decisions, plans, interest development and value strengths.
 - 2.2 Adaptive and Adjustive Behavior -- educational, vocational, and social.
- 3.0 Generalization Objectives -- consistency, commitment, effectiveness, and autonomy.
 - 3.1 Accomodation -- ability to cope with cultural and environmental demands.
 - 3.2 Satisfaction -- internal interpretations of environmental transactions.
 - 3.3 Mastery -- congruency of expected or predicted achievement with actual achievement.

EXPLANATION OF MAJOR CATEGORIES OF OBJECTIVES

1.0 Perceptualization

Objectives at this level emphasize knowledge of skills in, and attention to selected aspects of environment and self. Knowledge and skills relevant to guidance are those needed by the individual in making educational, vocational, and social decisions and in coping with the demands of his school and social environment. Attention is considered to be the first step toward the development and reassessment of interests, attitudes, and values. Outcomes at the perceptualization level should be reflected in accuracy of perceptions, ability to differentiate, and skills necessary to perform functions expected in the educational, vocational and social areas. Objectives at this level can be classified under two major categories 1.1 Environmental Orientation, and 1.2 Self Orientation.

Objectives classified as 1.1 Environmental Orientation include the acquisition of knowledge and skills needed to make educational, vocational, and social decisions and to cope with the demands of the educational, vocational and social environment. These objectives are essentially cognitive in nature and are not necessarily internalized to the point of being reflected in the performance behavior of the individual. For example, an individual may know how to study but it does not necessarily follow that he will apply this knowledge in his study behavior. Likewise a student may know that the school regulations prohibit smoking on the school premises, but he may choose to ignore this knowledge in his behavior. On the other hand, such knowledge and skills are prerequisites to behavior requiring them. Thus, the acquisition of knowledge and skills required to make guidance related decisions and to cope with environmental demands becomes the first step in the development of such behavior regardless of whether subsequent internalization emerges. A primary and universally applicable goal of guidance is the development of knowledge and skills to enable the student (1) to understand and to meet the expectations of

his school and social environment, and (2) to recognize the values underlying the limits of acceptable behavior.

Objectives classified as 1.2 Self Orientation include the development of accurate perceptions of self. An important aspect of an accurate awareness of self is the knowledge of abilities, aptitudes, interests, and values which characterize the individual. An integral part of self identity is the student's ability to understand and accept the ways in which he is alike and different from other individuals. Attention to the educational, vocational, and social decisions and demands relevant to immediate adjustment and future development is a prerequisite to an understanding of the relationship between self and environment. An awareness and perhaps an understanding, of feelings and motivations is closely associated with self evaluation of behavior, the formation of attitudes and values, and voluntary, rationally based, modification of behavior. The goal of guidance then is to help the individual make a more accurate assessment of self so that he can realistically relate to his environment in his decisions and actions. Within these dimensions of self, the guidance concern is with decision-making and coping behavior in the educational, vocational, and social environment.

2.0 Conceptualization

Objectives at this level emphasize action based upon relationships between perceptions of self and perceptions of environment. The types of action sought are categorized into guidance related (1) decisions, and (2) adaptive and adjustive behavior. The general goal of guidance, at this level of development, is that each individual will (1) make choices, decisions, and plans which will move him in a direction of maximum probability for development of his potential; (2) take action necessary to implement such plans; and (3) develop behavior consistent with the demands of his school and social environment. The two major classifications of conceptualization objectives are 2.1 Directional Tendencies, and 2.2 Adaptive and Adjustive Behavior.

Those objectives which relate to movement toward socially desirable goals, consistent with predicted potential for development, have been classified as 2.1 Directional Tendencies. These objectives reflect those choices, decisions, and plans which the individual is expected to make in ordering the course of his educational, vocational, and social growth. The achievement of objectives at the 1.0 perceptual level is deemed a prerequisite to the pursuit of objectives in this category, although the need to make choices and decisions may provide the initial stimulus to consider the perceptual objectives. For example, a ninth grade student may be required to make curricular choices which have a bearing upon post high school education and general vocational aspirations. The need to make a choice at this point may stimulate an examination of both environmental and self perceptions, and a careful analysis of the relationships between the two, before the immediate problem of a curricular choice can be solved. To this extent then the interrelationship and interdependence of the perceptual and conceptual objectives precludes the establishment of mutually exclusive categories. Furthermore the concept of a developmental sequence suggests this type of interrelationship. Any educational, vocational, or social choice which may determine the direction of future development is considered here to represent a directional tendency on the part of the individual, and objectives related to such choices are so classified.

The expected emergence of increased stability of interests (2.13) and the strengthening of value patterns (2.14) constitute additional sub-categories of directional tendencies. Persistent attention to particular persons, activities or objects in the environment, to the exclusion of others (selective attention), suggests the development of interests through an evaluation of the relationships of self to differentiated aspects of the environment. Complementary to objectives reflecting interest development are those which relate to the intermediate phase of the process of internalization of social values. Here the student is expected

to show increased consistency in placing worth or importance upon particular behavior which is valued socially. In a sense the maturation of interests represents the development of educational and vocational individuality, while the formation of value patterns represents social conformity within normative tolerances. Objectives of guidance in these sub-categories include consistency in the expression of interests and values, and the manifestation of behavior compatible with the emerging interest and value patterns. For example, the high school student who manifests increasing and persistent interests (measured or expressed) in persons, activities, and objects of a mechanical nature would be expected to relate these interests to curricular and extra-curricular activities, and to vocational aspirations. He would be expected to develop a concept of self consistent with these interests and to place increasing importance or value on behaviors, such as educational achievement, which will lead to the development of related knowledges and skills, and to the ultimate achievement of vocational aspirations. The emphasis is upon achieving increased consistency and strength of interests and values over a period of time, rather than the incidental or occasional manifestation of an immediate interest or value with little or no long range impact upon the behavior of the student in the sense of a directional tendency.

The second major category of objectives at the conceptualization level includes those related to the application of self-environment concepts in coping with environmental presses and in the solution of problems arising from the interaction of the individual with his environment. Guidance objectives covering this area of functioning are designated as 2.2 Adaptive and Adjustive Behavior.

Adaptive Behavior refers to the ability and skill of the individual in the management of his school and social environment (within normative tolerances) to satisfy self needs, to meet environmental demands, and to solve problems. There are two major types of adaptive behavior relevant to guidance goals. First, the

individual may, within certain prescribed limits, control his environmental transactions by selection. For example, if he lacks the appropriate social skills he may avoid social transactions which demand dancing, and choose those where his existing abilities will gain the acceptance of the social group. Second, the individual may be able to modify the environment to meet his needs and certain external demands. For example, the student who finds sharing a room with a younger sibling disruptive to studying at home may be able to modify this situation by persuading his parents to provide him with a more suitable place to do his work.

Adjustive Behavior refers to the ability and flexibility of the individual in modifying his behavior to meet environmental demands, and to solve problems. Such behavior modification may include the development of new abilities or skills, a change of attitudes, or a change in method of operation or approach to the demand situation. In the examples of adaptive behavior the student might use adjustive behavior by learning to dance rather than avoiding this demand situation and he might change his study pattern so that the conflict with other members of the family would be eliminated.

The basic guidance objective in this area is that the individual be able to demonstrate adaptive and adjustive behavior in coping with school and social demands, and in solving problems which restrict his ability to meet such demands. The objective may be achieved by the application of existing abilities or by learning new ways of coping with the demands. Regardless of how a particular individual achieves the objective, and whether adaptive or adjustive behavior or both are utilized, may be relatively unimportant to the overall consideration. The basic question is whether those who have access to particular guidance processes achieve it in greater numbers than those who do not.

3.0 Generalization

Objectives at the generalization level imply a high level of functioning

which enables the individual to (1) accomodate environmental and cultural demands, (2) achieve personal satisfaction from environmental transactions, and (3) demonstrate competence through mastery of specific tasks and through generalized contributions consistent with estimated potential for achievement. Behavior which characterizes the achievement of generalization level objectives may be described as purposeful and effective by self or intrinsic standards and by societal or extrinsic criteria. The individual should demonstrate behavioral consistency, commitment to purpose, and autonomy in meeting educational, vocational and social demands. This, then, is the kind of person who is relatively independent and predictable. The guidance objectives at this level are classified as 3.1 Accomodation, 3.2 Satisfaction, and 3.3 Mastery. The concept of sequential and positive progress implies a constant process internalization, including applicational transfer of behavior and a dynamic, rather than a static, condition in the achievement of goals. Thus the achievement of generalization objectives may be interpreted as positive movement toward the ideal model of the effective man without assuming that any given individual will ever fully achieve the ideal. Objectives structured for research purposes, to be consistent with this concept, are intended to reflect behavior indicative of positive movement toward the ideal and hopefully do not represent a final end result or outcome.

The 3.1 accomodation objectives relate to behavior indicative of ability to solve problems and cope with environmental demands with consistency and minimum conflict. To accomodate the cultural and environmental demands, the individual must make decisions and take action within established behavioral tolerances. Applicational transfer of adaptive and adjustive behavior, learned in other situations and under other circumstances, to new demand situations is inferred by the nature of the objectives classified in this category. Operationally the achievement of accomodation objectives can probably best be evaluated by the

absence of or the reduction of unsatisfactory coping behavior. The wide range of acceptable behavior in many situations suggests that the individual who performs within that range has achieved the accomodation objectives for a particular demand situation, while if he is outside that range he has not achieved these objectives. For example, the student is expected to attend class, to turn in class assignments, and to respect the property rights of others. If there is no record of excessive absences, failure to meet teacher assignment schedules, or violation of property rights, it is assumed that he is accomodating these demands within normative tolerances. In a sense, the objectives in this category represent the goal that individual behavior conform to certain limits of societal expectancy, while the other categories of generalization objectives tend to be more self-oriented. The achievement of 3.1 accomodation objectives may provide evidence or inferences regarding the congruence of individual values with cultural values. Caution should be exercised in drawing such inferences, however, because the individual may demonstrate relative harmony externally but have serious value conflicts which do not emerge in observable behavior.

The 3.2 satisfaction objectives reflect the internal interpretation which the individual gives to his environmental transactions. His interests and his values serve as the criteria for evaluating the decisions made and the actions taken educationally, vocationally, and socially. Although, the evaluations of parents, peers, and "authority figures" may influence the individual's interpretations (satisfaction) these objectives become genuine only as they relate to the motivations and feelings of the individual. The description of satisfaction objectives consistent with the guidance function should include the internal (individual's) evaluation of educational, vocational, and social affiliations, transactions, and adjustments in terms of personal adequacy, expectations, and congruency of perceived with ideal life style. Expressed satisfaction, as well as, behavioral

manifestations from which satisfaction may be inferred, such as persistence, would seem to be appropriate criterion measures. Also, congruency between measured interests and voluntarily chosen educational, vocational, and social activities should be considered.

The 3.3 mastery objectives include the more global aspects of achievement and general contributions. Longer range goals encompassing larger areas of achievement are emphasized here rather than the numerous short range achievements that may be required to reach the larger goal. For example, graduation from high school would be an objective at this level, while success in specific courses needed for graduation would appear at the 2.2 level. Vocational success, ranging from the basic consideration of obtaining employment to the more complex criteria of vocational progression and distinguished contributions, is included in this category. In the social area objectives relate to the adjustment and contributions of the individual with respect to family and community life. All of the objectives in this category are framed in the context of the estimated potential for achievement. Therefore, criteria for the estimation of achievement of the 3.3 mastery objectives should be in terms of the congruency of expected or predicted achievement with actual achievement. For example, a mastery objective in the educational area might be achieved by high school graduation by one student, while graduate work at the university level might be the expected achievement level for another student.

GUIDANCE OBJECTIVES AND CRITERIA*

Educational Domain

1.0 Perceptualization Objectives

1.1 To develop an awareness of the educational setting.

The goal is for the student to become knowledgeable about the educational setting within which he operates. It has reference to the school's physical setting, academic programs, extra-curricular activities, and established rules governing student conduct. The emphasis is on ability to differentiate courses and activities on the basis of their content and required skills.

1.11 Objective: For the student to become aware of the school physical plant.

Criteria: Knowledge of the school's floor plan (rooms numbered 100 on first floor, 200 on second, etc.), administrative and student service offices, and classrooms which he will be using.

1.12 Objective: For the student to become aware of the requirements for graduation.

Criteria: Knowledge of the requirements for graduation.

1.13 Objective: For the student to become aware of the curriculum alternatives open to him and the educational and vocational goals to which they lead.

Criteria: Knowledge of the curriculum alternatives offered by the school and the educational and vocational goals to which they lead.

1.14 Objective: For the student to become aware of the abilities needed for effective functioning in each curriculum alternative.

Criteria: Knowledge of the abilities needed for effective functioning in each curriculum alternative.

* The objectives and criteria presented in this section are examples only and are subject to modification, particularly with respect to scope and specificity.

- 1.15 Objective: For the student to become aware of elective courses and extra-curricular activities that are available to him.

Criteria: Knowledge of elective courses and extra-curricular activities that are available.

- 1.16 Objective: For the student to become aware of the differences between available curriculums (types of courses studied, skills needed, and direction each leads).

Criteria: Ability to contrast the differences between available curriculums (types of courses, skills needed, and direction each leads).

- 1.17 Objective: For the student to become aware of expected role behavior in the school setting.

Criteria: Knowledge of established rules governing student behavior in the classroom, halls, and in extra-curricular activities.

- 1.2 To develop an awareness of self in the educational setting.

The goal is for the student to develop an accurate perception of himself in his educational environment. The emphasis is on self-understanding of abilities, limitations, and motivations. As a result of these understandings the student can begin to identify with the school in general and a curriculum in particular.

- 1.21 Objective: For the student to become aware of his academic abilities.

Criteria: Knowledge of academic strengths as measured by a standardized test and clarification of past academic achievements.

- 1.22 Objective: For the student to become aware of his particular academic limitations.

Criteria: Knowledge of academic weaknesses as measured by a standardized test and clarification of past academic failures.

1.23 Objective: For the student to become aware of his educational interests.

Criteria: Ability to communicate his feelings about the goals related to the different curriculums.

2.0 Conceptualization Objectives

2.1 To develop an accurate concept of self in the educational setting.

The goal is for the student to synthesize facts and knowledge pertaining to himself and the educational setting into a rational and useful order. This conceptualization will enable the student to make decisions formulate plans, and acquire value patterns pertaining to education. These decisions, plans and value patterns should move the student in a direction that is consistent with his interests and abilities and within the normative tolerances of his society.

2.11 Objective: For the student to decide on a curriculum that is consistent with his ability and interests.

Criteria: Declared choice of a curriculum that is consistent with the student's measured ability and past achievement.

2.12 Objective: For parents to formulate educational expectations for their child that are consistent with his ability and interests.

Criteria: Parental agreement on the curriculum and long range educational goals consistent with their child's choice, and measured ability, and past achievement.

2.13 Objective: For the student to decide on electives that are consistent with his ability, interests, and tentative future goals.

Criteria: Declared choice of electives that are consistent with the student's measured ability and past achievement, measured and claimed interests, and claimed future goals.

2.14 Objective: For the student to decide on extra-curricular activities that are consistent with his interests and abilities.

Criteria: Declared choice of extra-curricular activities that are consistent with the student's claimed interests and his ability to perform at a level whereby he can achieve satisfaction.

2.15 Objective: For the student to develop an attitude that maximum school achievement (consistent with his ability) is important.

Criteria: Achievement of grades that are consistent with the student's measured ability.

2.2 To develop an effective organization of work toward the achievement of educational goals.

The goal is for the student to develop adaptive and adjustive behaviors. These behaviors emphasize harmonious relationships which the student achieves with his environment through skill, judgment and flexibility. While these behaviors are somewhat complementary they can be differentiated in terms of the techniques used to achieve the harmonious relationship. Adaptive behavior implies a manipulation of the environment and adjustive behavior implies the modification of personal behavior patterns to fit the existing conditions. The acquisition of these behaviors will enable the student to meet changing environmental demands and to perform at a level consistent with his ability.

2.21 Objective: For the student to become competent in skills that are needed for achievement consistent with his ability.

Criteria: Demonstrated mastery of skills needed for achievement consistent with the student's measured ability.

2.22 Objective: For the student to become efficient in meeting the demands of school assignments.

Criteria: Demonstrated efficiency in school assignments.

- 2.23 Objective: For the student to give sustained attention to meeting the demands of the school.

Criteria: Manifestation of persistence of effort and willingness to meet school demands.

- 2.24 Objective: For the student to identify with and conform (within normative tolerances) to the organized structure of the school community.

Criteria: Behavior consistent with specified expectancies (attendance, procedures, order, etc.)

3.0 Generalization Objectives

- 3.1 To cope constructively with the demands of the educational environment.

The goal is for the student to develop and to use consistently effective coping behaviors in response to educational demands. This implies a certain degree of conformity to school regulations and a display of effort with respect to academic achievement. It does not, however, mean total submission by the student, but does emphasize acceptable methods for reconciling differences.

- 3.11 Objective: For the student to take responsibility in meeting the demands of school.

Criteria: Increased participation in school activities, lack of excessive absences, and completion (on time) of class assignments.

- 3.12 Objective: For the student to take responsibility for adhering to school regulations.

Criteria: Absence of violation reports.

- 3.13 Objective: For the student to effectively handle school frustrations.

Criteria: Demonstration of perseverance toward previous chosen educational goals in the face of obstacles.

- 3.14 Objective: For the student to be able to express independent views in an acceptable fashion.

Criteria: Constructive examination of conflicting views without destructive emotional involvement or anti-social behavior.

- 3.2 To attain personal satisfaction from educational experiences.

The goal is for the student to interpret his school involvement as meaningful and satisfying to him. This implies involvement that is consistent with his ability and interests so success is probable. The probability of success promotes perseverance toward chosen goals and brings satisfaction from the striving. Thus satisfaction is not solely dependent on the attainment of chosen goals, but arises also from the student's interpretation that success is probable.

- 3.21 Objective: For the student to have congruence between his educational level aspirations and his measured ability and past achievement.

Criteria: Expressed educational level aspirations that are congruent with measured ability and past achievement.

- 3.22 Objective: For the student to have congruence between his chosen school activities and measured and claimed interests.

Criteria: Chosen school activities that are congruent with measured and claimed interests.

- 3.23 Objective: For the student to place high priority on educational achievements.

Criteria: Expressed and measured value on educational pursuits.

- 3.24 Objective: For the student to demonstrate self confidence in his educational goals.

Criteria: Expressed self confidence and persistence in working toward educational goals.

3.3 To work toward and realize chosen educational plans.

The goal is for the student to follow through and complete his long range educational plans. Implicit in this goal is the constant striving toward new educational goals that are consistent with the student's ability. Thus high school graduation is not an end in itself but the mastery of one educational goal which leads to new goals.

3.31 Objective: For the student to complete his chosen curriculum.

Criteria: Graduation from high school.

3.32 Objective: For the student to pursue further education (after high school) consistent with his measured ability, past achievement, and interests.

Criteria: Pursuance of further education that is consistent with the student's measured ability, past achievement, and interests.

Vocational Domain

1.0 Perceptualization Objectives

1.1 To develop an awareness of the world of work.

The goal is for the student to become conscious of the various "life styles" associated with the world of work. "Life styles" pertain to a set of standards and practices (roles if you wish) that dominate and regulate the more important behaviors of a person during a considerable period of his life. It also has reference to occupational mobility patterns, stability of the occupation, and rewards. It is essential that the student be able to differentiate occupational levels (unskilled semi-skilled, professional) on the basis of the life style associated with each.

1.11 Objective: For the student to become aware of the training requirements and needed skills at different occupational levels.

Criteria: Knowledge of the training requirements and needed skills at different occupational levels.

1.12 Objective: For the student to become aware of the economic and social rewards at different occupational levels.

Criteria: Knowledge of the range of salaries at different occupational levels.

1.13 Objective: For the student to become aware of the work roles and social roles expected at different occupational levels.

Criteria: Knowledge of the work roles and social roles typical of persons in the different occupational levels.

1.14 Objective: For the student to become aware of differences between necessary skills and expected role behaviors at different occupational levels.

Criteria: Ability to contrast the necessary skills and expected role behaviors (just noticeable differences in them) at different occupational levels.

1.15 Objective: For the student to become aware of the concept of work in our society, the occupational structure, and significant trends.

Criteria: Knowledge of societal work values, the basic occupational structure, and pertinent trends (particularly opportunities).

1.2 To develop an accurate occupational self-percept.

The goal is for the student to develop an accurate perception of himself in relation to the "world of work." The emphasis is upon the student's understanding of his abilities, limitations and motivations.

As a result of these understandings the student can begin to identify with an occupational level by perceiving his desired "life style" in relation to that typical of an occupational level.

- 1.21 Objective: For the student to become aware of his particular occupational abilities, interests, and potentialities.

Criteria: Knowledge of his particular occupational abilities, interests, and potentialities.

- 1.22 Objective: For the student to become aware of his particular occupational limitations.

Criteria: Knowledge of his particular occupational limitations.

- 1.23 Objective: For the student to become aware of his attitudes and emerging values toward the various social roles and work roles required at different occupational levels.

Criteria: Ability to communicate his feelings about the different "life styles" associated with occupational levels.

2.0 Conceptualization Objectives

- 2.1 To develop an accurate concept of self in relation to the work world.

The goal is for the student to synthesize facts and knowledge pertaining to himself and the work world into a rational and useful order. This conceptualization enables the student to make decisions, formulate plans, and acquire value patterns pertaining to his future occupation. These decisions, plans, and value patterns should move the student in a direction that is consistent with his interests and abilities and within the normative tolerances of his society.

- 2.11 Objective: For the student to make a tentative choice of an occupational area that is consistent with his interests and abilities.

Criteria: Expressed tentative occupational choice that is consistent with measured ability, past achievement and current interests (expressed and measured).

As a result of these understandings the student can begin to identify with an occupational level by perceiving his desired "life style" in relation to that typical of an occupational level.

- 1.21 Objective: For the student to become aware of his particular occupational abilities, interests, and potentialities.

Criteria: Knowledge of his particular occupational abilities, interests, and potentialities.

- 1.22 Objective: For the student to become aware of his particular occupational limitations.

Criteria: Knowledge of his particular occupational limitations.

- 1.23 Objective: For the student to become aware of his attitudes and emerging values toward the various social roles and work roles required at different occupational levels.

Criteria: Ability to communicate his feelings about the different "life styles" associated with occupational levels.

2.0 Conceptualization Objectives

- 2.1 To develop an accurate concept of self in relation to the work world.

The goal is for the student to synthesize facts and knowledge pertaining to himself and the work world into a rational and useful order. This conceptualization enables the student to make decisions, formulate plans, and acquire value patterns pertaining to his future occupation. These decisions, plans, and value patterns should move the student in a direction that is consistent with his interests and abilities and within the normative tolerances of his society.

- 2.11 Objective: For the student to make a tentative choice of an occupational area that is consistent with his interests and abilities.

Criteria: Expressed tentative occupational choice that is consistent with measured ability, past achievement and current interests (expressed and measured).

2.12 Objective: For parents to formulate occupational expectations for their child that are consistent with his abilities and interests.

Criteria: Parental agreement with their child's tentative choice of an occupation consistent with his ability, achievement and interests.

2.2 To develop an effective organization of work toward the achievement of occupational goals.

The goal is for the student to develop adaptive and adjustive behaviors. These behaviors emphasize harmonious relationships which the student achieves with his environment through skill, judgment, and flexibility. While these behaviors are somewhat complementary they can be differentiated in terms of the techniques used to achieve the harmonious relationship. Adaptive behavior implies a manipulation of the environment and adjustive behavior implies the modification of personal behavior patterns to fit the existing conditions. The acquisition of these behaviors will enable the student to meet changing environmental demands and to perform at a level consistent with his ability.

2.21 Objective: For the student to identify occupational alternatives that are consistent with his ability and claimed interests.

Criteria: Identification of occupational alternatives that are consistent with the student's ability and claimed interests.

2.22 Objective: For the student to become competent in skills needed for his occupational choice and appropriate to his present developmental level and ability.

Criteria: Demonstrated mastery of skills that are needed for the student's occupational choice and appropriate for his present developmental level and ability.

2.23 Objective: For the student to choose hobbies, extra-curricular activities, and exploratory work experiences that are consistent with his tentative occupational choice and his abilities.

Criteria: Participation in hobbies and other activities that are consistent with and provide opportunity for evaluation and growth in his tentative occupational choice.

2.24 Objective: For the student to develop an attitude that maximum effort (consistent with his ability) on work tasks is important.

Criteria: Persistence and consistency in the performance of assigned household duties, part-time work, or school tasks.

3.0 Generalization Objectives

3.1 To effectively implement vocational choices.

The goal is for the student to commit himself to his chosen vocation. This implies that he conform somewhat to the established methods of training and qualification and display some effort toward the achievement of such training and qualification. Although the student must select an acceptable method of training he still has some freedom to choose among various acceptable methods.

3.11 Objective: For the student to participate in a training program that is necessary for entrance into his chosen occupation.

Criteria: Enrollment in a training program necessary for entrance into his chosen occupation.

3.12 Objective: For the student to participate in activities that are related to and expected in his chosen occupation.

Criteria: Participation in activities that are related to his chosen occupation, such as, clubs, associations, and unions.

3.13 Objective: For the student to make the adjustments necessary to maintain consistent progress toward the achievement of vocational

goals.

Criteria: Demonstration of adjustive behaviors when faced with obstacles to the attainment of vocational goals (evidence of behavioral consistency, willingness to compromise, and initiative in seeking means to the desired end).

3.2 To derive personal satisfaction from the pursuit of a vocation.

The goal is for the student to interpret his chosen vocation as meaningful and satisfying to him. This implies involvement in a vocation that is consistent with the student's ability and interest. It also implies the acquisition of skills which are essential for adequate performance (by intrinsic and extrinsic standards) in his chosen vocation. The student must see himself as fitting the "life style" of the occupation to which he is committed.

3.21 Objective: For the student to have congruence between his chosen vocation and his measured ability and interest.

Criteria: A vocational choice that is congruent with measured ability and interest.

3.22 Objective: For the student to acquire a feeling of competence and adequacy in the performance of his chosen vocation.

Criteria: Expressed satisfaction with his adequacy in the performance of his chosen vocation.

3.23 Objective: For the student to have congruence between his aspired "life style" (values, mode of living, friends, rewards, etc.) and the "life style" of his chosen vocation.

Criteria: Congruence between student's aspired "life style" and the "life style" of his chosen vocation.

3.3 To achieve success in the pursuit of vocational goals.

The goal is for the student to follow through and complete his long

range vocational plans. Implicit in this goal is the constant striving toward success in his vocation as consistent with his ability. Thus employment in his chosen vocation is not an end in itself, but the mastery of one vocational goal which leads to new goals.

- 3.31 Objective: For the student to gain employment in an occupation which he has chosen.

Criteria: Employment in an occupation which he has chosen.

- 3.32 Objective: For the student to feel success in his employment.

Criteria: Expressed feeling of success (self evaluation).

- 3.33 Objective: For the student to be judged competent by supervisors.

Criteria: Judgment of competence by supervisors (ratings, promotions, earnings, production records).

Social Domain

1.0 Perceptualization Objectives

- 1.1 To develop an awareness of social responsibilities, opportunities, and expectancies.

The goal is for the student to become knowledgeable of the social setting within which he operates—including such groups as his family, peers, and significant others. The emphasis is on awareness of the opportunities and requirements of his social environment such as social expectations and social customs. It is important that he be able to differentiate his roles in the social groups with which he is or may be affiliated.

- 1.11 Objective: For the student to become aware of the need to identify and affiliate with basic social groups.

Criteria: Knowledge of the need to affiliate with social groups.

1.12 Objective: For the student to become aware of the social groups that are available to him or are imposed upon him.

Criteria: Knowledge of the social groups that are a part of his social environment.

1.13 Objective: For the student to become aware of the need to have friends that are accepted by his parents and significant others.

Criteria: Knowledge of the need to have friends accepted by parents and significant others.

1.14 Objective: For the student to become aware of his responsibilities in the home.

Criteria: Knowledge of home and family responsibilities expected of him by his parents and/or general social expectancy.

1.15 Objective: For the student to become aware of the grooming and other personal expectations of the social groups with which he is affiliated.

Criteria: Knowledge of the grooming and other personal expectations of his family, peers, and significant others.

1.16 Objective: For the student to become aware of the nature and social acceptability of the attitudes and values of social groups with which he affiliates or which may be open to him.

Criteria: Knowledge of the nature and social acceptability of the attitudes and values of social groups with which he affiliates or which may be open to him.

1.17 Objective: For the student to become aware of the skills needed for effective functioning in his social group, such as, cooperation, compromise, and respect for others.

Criteria: Knowledge of the skills needed for effective functioning in the family, with peers, and with significant others.

1.18 Objective: For the student to become aware of the differences in skills needed for effective functioning with each of his social groups.

Criteria: Ability to contrast the skills needed for effective functioning with family, peers, and significant others.

1.2 To develop an awareness of self in the social setting.

The goal is for the student to develop an accurate perception of himself with regards to the social groups with which he affiliates (family, peers, and significant others). The emphasis is on self-understanding of social skills, attitudes, and motivations. As a result of these understandings the student can begin to clarify his role in different social situations and identify with social groups appropriate to his need structure and to social expectation.

1.21 Objective: For the student to become aware of his ability to function within his social groups.

Criteria: Knowledge of his skills in functioning with family, peers, and significant others.

1.22 Objective: For the student to become aware of his limitations in functioning in specific social groups.

Criteria: Knowledge of his weaknesses in regards to functioning within social groups.

1.23 Objective: For the student to become aware of his attitudes toward school, work, and social participation.

Criteria: Knowledge of his attitudes toward school, work, and social participation.

1.24 Objective: For the student to become aware of his personal characteristics that are related to social acceptance and harmonious interpersonal relationships.

Criteria: Knowledge of his personal characteristics that are related to social acceptance and harmonious interpersonal relationships.

1.25 Objective: For the student to be aware of and to differentiate social roles appropriate to his sex.

Criteria: Knowledge of ability to differentiate social roles appropriate to his sex.

2.0 Conceptualization Objectives

2.1 To develop an accurate concept of self in the social setting.

The goal is for the student to synthesize facts and knowledge pertaining to himself and his social groups into a rational and useful order. This conceptualization will enable the student to evaluate his social affiliations, make decisions, and acquire value patterns. These affiliations, decisions, and value patterns should move the student in a direction of satisfying social relationships that are within the normative behavioral tolerances of his school, family, and community.

2.11 Objective: For the student to evaluate opportunities for social affiliation and to choose social groups that are within the normative tolerances of his society.

Criteria: Choice of social groups that are within the normative tolerances of his society.

2.12 Objective: For the student to choose friends who are acceptable to his parents.

Criteria: Choice of friends who are acceptable to his parents.

2.13 Objective: For the student to develop personal characteristics consistent with the expectations of his social groups.

Criteria: Manifestation of personal characteristics consistent with the expectations of his social groups.

2.14 Objective: For the student to choose social activities that permit social roles appropriate to his sex.

Criteria: Choice of social activities that permit social roles appropriate to his sex.

2.2 To develop an effective organization of efforts toward the achievement of satisfying and acceptable social relationships.

The goal is for the student to develop adaptive and adjustive social behaviors. These behaviors emphasize harmonious relationships which the student achieves with his social environment through skill, judgment and flexibility. While these behaviors are somewhat complementary they can be differentiated in terms of the techniques used to achieve the harmonious relationship. Adaptive behavior implies a manipulation of the environment and adjustive behavior implies the modification of personal behavior patterns to fit the existing conditions. Thus the student must be able to select and affiliate with social groups that will bring him satisfying relationships and also be able to work effectively with groups in which he has no choice of affiliation.

2.21 Objective: For the student to become competent in skills that are needed for effective functioning in his social groups (family, peers, and significant others).

Criteria: Demonstrated mastery of skills needed for effective functioning in social groups, such as cooperation, compromise, and active participation in the interest of the group.

2.22 Objective: For the student to efficiently carry out responsibilities as a member of a family.

Criteria: Demonstrated efficiency in carrying out responsibilities in the home.

2.23 Objective: For the student to affiliate and participate constructively in social groups that are satisfying to him and within normative tolerances of his society.

Criteria: Constructive and satisfying participation in social groups that are within normative tolerances of his society.

2.24 Objective: For the student to affiliate with friends that are acceptable to his parents.

Criteria: Affiliation with friends that are acceptable to parents.

3.0 Generalization Objectives

3.1 To cope constructively with the demands of social groups with which he is affiliated.

The goal is for the student to develop and to use consistently effective coping behaviors in response to the demands of the social groups (family, peers, and significant others) with which he affiliates. This implies a degree of conformity to the group standards and a display of effort in the direction of meeting these standards. It does not mean total submission by the student, but does emphasize acceptable methods for reconciling differences.

3.11 Objective: For the student to take initiative in handling responsibilities at home.

Criteria: Voluntarily carrying out of responsibilities in the home such as weighing the effect of individual action upon other members of the family.

3.12 Objective: For the student to take responsibility in adhering to the standards of his social groups (family, peers, and significant others).

Criteria: Absence of reports of violations of group standards.

- 3.13 Objective: For the student to be able to express independent social views in an acceptable fashion.

Criteria: Constructive examination of conflicting views without destructive emotional involvement or anti-social behavior.

- 3.14 Objective: For the student to display appropriate sex roles.

Criteria: Display of appropriate sex roles.

- 3.2 To attain personal satisfaction from socially acceptable experiences.

The goal is for the student to interpret his involvement in social activities (within normative tolerances) as meaningful and satisfying to him. This implies involvement in a social group that accepts him, and whose values are consistent with his. Such involvement increases the probability of recognition and esteem as an individual. The student's interpretation of probable recognition and esteem reinforces socially acceptable behavior.

- 3.21 Objective: For the student to have congruence between his personal values and the values of the group with which he affiliates.

Criteria: Congruence between personal values and values of the group with which he affiliates.

- 3.22 Objective: For the student to place high priority on recognition and esteem by socially acceptable groups.

Criteria: Expressed value on recognition and esteem from socially acceptable groups.

- 3.23 Objective: For the student to demonstrate self-confidence in his social relationships.

Criteria: Expressed and demonstrated self-confidence in social relationships such as voluntarily participation in group discussions.

3.3 To consistently demonstrate social adequacy.

The goal is for the student to continue a display of social behavior that is within normative tolerances. Implicit in this goal is the reaching out for new social experiences and a display of competency in meeting them. This behavior is best evidenced by a lack of conflict in social activities.

3.31 Objective: For the student to make contributions (consistent with ability) to the social groups of which he is a part.

Criteria: Display of contributing behavior (e.g., leadership) in the social groups of which he is a part.

3.32 Objective: For the student to actively seek new social experiences and to cope with them adequately.

Criteria: Active seeking of new social experiences and adequate functioning in them.